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Water, Energy, Waste: Integrating Themes of Sustainability Into Your Classroom

Midterm Lesson Plan

July 19, 2017

**Subject**: Integrated School Study (Social Studies)

**Grade**: 1st grade

**Objective**: Students will design and develop a variety of ways to address a sustainability issue (e.g. low participation in recycling) in our school building.

**Time**: 1 period (45 minutes)

**Content Specific Standards:**

[CCSS.ELA-LITERACY.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/)  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

[CCSS.ELA-LITERACY.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/)  
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-LITERACY.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/)  
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Danielson Framework for Teaching Competencies:**

1e Designing Coherent Instruction

3c Engaging Students in Learning

**Context and Student Background Knowledge:**

This lesson comes at the end of our integrated unit of study about schools, with a special focus on how schools work as a system—its tools, spaces, and workers. After gathering and analyzing information about our school community, students will be asked to think of a way to make it even better. They will identify an environmental problem that they would like to address within our school through interviewing different stakeholders (students, teachers, administrators, custodial staff).

This lesson will be the beginning of our action plan to address how paper, plastics, food waste, and metals are not sorted properly to recycle/compost. Through working on a variety of projects to educate and enforce higher rates of recycling, students will gain an in depth understanding of why it is important to divert from the landfill waste stream and how to increase participation.

**Procedure:**

**Introduction:**

Gathering students on the rug, start by connecting back to previous work,

“Last time during school study, we discovered one problem that seemed really important to other students, teachers, administrators, like our assistant principals, and the custodians. Who remembers what that problem was?”

Students may say: “*Recycling!” “Sorting Garbage!”*

“Absolutely! We discovered that so many people were worried about how we handle garbage and waste in a way that is best for our Earth. Today we are going to try to think of ways that we can solve this problem. We’re going to brainstorm different ways that we can help teach other students and workers in our school to recycle more. Turn and talk about some of your ideas.”

Students will share out ideas, teacher will chart.

Ideas may include:Making informational books/posters, clearly labeling bins throughout the school, going to different classrooms and teaching students how to sort their garbage using a skit/jingle, writing letters to administrators to make sure everyone has the right bins, etc.

**Activity/Worktime:**

Teacher will guide brainstorm and combine ideas into these categories:

1. Creating informational posters about why it’s important to recycle (independent)
2. Creating and acting out a skit to share with different classes (shared writing)
3. Creating and performing a song/chant/jingle to help people remember how to sort their recycling (shared writing)
4. Writing letters to different stakeholders (independent)
5. Writing informational books about how to sort your garbage or about recycling. (interactive writing)

Students choose which project they would like to work on. Limit to about six children per group. Each group will have an adult to guide and scaffold each project.

General structure of each group project:

1. Create a plan or choose a focus for your project (e.g. planning out the book, choosing a focus for the skit- how to recycle or the importance of recycling, planning sketches for posters)
2. Draft
3. Revise and Get Feedback
4. Publish

**Closing/Share:**

Have 1-2 students who wrote letters to stakeholders like assistant principal/principal to share their writing for feedback from their peers. Then they will deliver their letters later in the day!

**Assessment**:

Ongoing observation and assessment of work generated by the end of the period.

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|  | 4 | 3 | 2 | 1 |
| Participation- Listening and speaking | Student was actively engaged in their task the entire work time. They contributed ideas for group work, listened to their peers. | Student was actively engaged in their task for most of the work time. They contributed ideas for group work, listened to their peers. | Student was actively engaged in their task for some of the work time. They sometimes contributed ideas for group work and listened to their peers. | Student was not engaged in their task for the work time. They did not contribute ideas for group work nor did they listen to their peers. |
| Content- Expectation for the end of this lesson, not the entire project. | Student can articulate a clear plan and focus for project and started working on a draft or revision. | Student can mostly articulate a clear plan and focus for project, started a draft and/or revision. | Student needs support in articulating their plan and focus for the project, they have started their draft. | Student needs continued support in creating a plan and focus for their project. |
| Written Convention | Clearly written, with conventional spelling of key vocabulary and sight words.  Punctuation is used properly. | Clearly written, with mostly conventional spelling of key vocabulary and sight words. Punctuation is mostly used properly. | Ideas are written and present with some words conventionally spelled Punctuation is used present. | Writing is difficult to decipher because of spelling. Punctuation is not present. |

**Differentiation:**

Students will have a choice for their project, with different choices appealing to a wide range of ways to represent thinking and access content.

Scaffolds are available for many of the writing tasks through the structures of interactive or shared writing. Sentences starters will also be available for each writing task.